

# **School to Work: Creating Future Pathways 2006 Regional Report**

## **Western Sydney (Region Code: 533)**

### **School/ Regional Program Priorities**

List up to five key priorities for the School to Work (STW) Program in your region in 2006.

1. Provide professional development activities for KLA teachers to demonstrate the embedding of STW into all program areas. 2. A professional development program for the region's careers advisers. 3. The establishment of a STW 'network' where there is the opportunity for 'show and tell' where there could be discussion on what each school is doing - this is a good avenue for sharing for ideas

List up to five intended priorities for the STW Program in your region in 2007.

1.To seamlessly blend the STW program with enterprising activities across all key learning areas. 2. Implement a successful RAVE program 3. continue support for teachers in KLA areas with the embedding of stw in their teaching programs. 4. To provide valuable professional development opportunities for Work Education teachers. 5.To include STW best practice snapshots on a WSR web page.

To what extent is your region including School to Work in the regional management plan?

STW is incorporated into the Vocational Education teams Regional Business Plan. STW is being highlighted to curriculum and welfare consultancy areas to demonstrate how the program can be utilised to ensure successful outcomes for all students inclusive of GATs students.

Summarise other sources of funding your schools have used to complement the STW Program in your region.

\* Professional Learning Funds \* School Global budgets \* LINK disability support funds \* Community agencies such as Police Citizens clubs \* Financial support from business to attend Expos \* Student contributions \* Support from LCPs

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## Student Participation

Student numbers by year group	7	8	9	10	11	12
Total school cohorts (Term 4, 2006)	7038	7164	6947	6846	5392	4677
Number of students participating in the STW program - total	850	1115	4206	6519	4056	3897
Number of students participating in the STW program - %	12.08%	15.56%	60.54%	95.22%	75.22%	83.32%
Number of indigenous students participating in the STW program - total	89	124	213	204	93	65
Number of indigenous students participating in the STW program - %	10.47%	11.12%	5.06%	3.13%	2.29%	1.67%
Number of CALD (NESB) students participating in the STW program - total	255	387	945	1868	1439	1391
Number of CALD (NESB) students participating in the STW program - %	30%	34.71%	22.47%	28.65%	35.48%	35.69%
Number of students with disabilities participating in the STW program - total	85	125	267	335	185	131
Number of students with disabilities participating in the STW program - %	10%	11.21%	6.35%	5.14%	4.56%	3.36%

### Number of students in school studying these courses:

Student numbers by year group	7	8	9	10	11	12
Work Education	20	37	403	303		
Work Studies					80	79
Work & the Community Life Skills					120	88
Career Education classes	173	536	2561	5549	643	348

### Comments by Region about Student Participation

\* There is a decrease in indigenous students participating in the stw program from Year 9 through to Year 12- this needs to be addressed. STW team needs to work with WSR Aboriginal Consultants to determine some strategies that may specifically engage indigenous youth. \* Need to investigate the Cert I Work Education as there are many students having careers classes- towards what recognition/ qualification? \* Region should investigate some support strategies for teachers of Work Studies, particularly in the senior campuses. \* Region to investigate strategies for engagement of Year 9 students as only 60% are participating.

## Planning Transition Pathways

Supporting students to develop confidence in self-managing their career and transition planning

### Students' articulation of a career and transition plan

Student numbers by year group	9	10	11	12
a) Estimate how many students can articulate a career and transition plan - total	2670	5607	4177	4244
b) Estimate how many students can articulate a career and transition plan - %	38.43%	81.9%	77.47%	90.74%
c) Estimate how many students have a written career and transition plan	1029	4545	2828	3552
d) Estimate how many students have a written career and transition plan - %	14.81%	66.39%	52.45%	75.95%

### School leavers' articulation of a career and transition plan

(NB: \* School leavers are those students who have left school education by the end of the year)

Student numbers by year group	9	10	11	12
e) Estimate how many school leavers your school has this year	237	733	893	3192
f) Estimate how many school leavers could articulate a career and transition plan - total	120	777	747	2992
g) Estimate how many school leavers could articulate a career and transition plan - %	50.63%	106%	83.65%	93.73%
h) Estimate how many school leavers have a written career and transition plan - total	49	569	491	2392
i) Estimate how many school leavers have a written career and transition plan - %	20.68%	77.63%	54.98%	74.94%

### Supporting student career and transition planning

j) Indicate the approaches your school uses to support individuals to articulate a career and transition plan:

55	Careers adviser interviews
19	Student Pathways Survey
45	Employment Related Skills Logbook
51	Interviews with teachers
53	Workplace learning
53	Access to electronic career planners eg. myfuture (myguide)
19	Real Game Series
36	Other

### Supporting the career and transition confidence of students in identified groups

k) Identify the key strategies and programs the schools in your region have used to build career and transition confidence for students. Identify if these have been designed for specific groups of students and define those groups.

The Real Game has been utilised with Year 10 students across various sites in an intensive block after the school certificate. \* Careers Advisers are 'buddying-up' to provide opportunities for one on one transition planning with students \* Links with TAFE through 'try-a-trade days and taster days. \* At Risk students- transition planning and counselling. Youth Pathways is also very valuable when working with these students. Students are mentored in some schools. \* NESB students:- Support classes and programs like the Sudanese, African projects. \* Disability Students: - carefully negotiated work placements that enhance learning for these students; P-VET courses at TAFE; LINK programs

### Using the online *Student Pathways Survey* to improve and refine vocational learning programs on an annual basis.

l) Did your school deliver the *Student Pathways Survey* in 2006?

Yes 2

No 55

- m) Did your school use the *Student Pathways Survey* as a career counselling tool? Yes 2 No 55
- n) Did your school use the *Student Pathways Survey* to support school planning? Yes 2 No 55
- o) If yes, How? The Student Pathways Survey was only available to a few schools by the end of 2006. More personnel have now been shown how to implement the survey and training opportunities for the interpretation of the data are planned. WSR RAVE coordinator is utilising the survey as a planning tool for schools where student career needs are not clear

### To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
p) Students develop personal career plans	2	0	15	28	12
q) Student are self-managing their career plans	5	9	19	19	5
r) Each student's transition through and from school to further education, training and employment is planned, supported, monitored and recorded.	1	9	12	22	13
s) Students indicate confidence in accessing career support services and managing their transition from school	2	3	16	30	6
t) School provides programs that support targeted equity groups plan their transition from school	2	2	7	17	29

### Comments by Region about Planning Transition Pathways

\* Statistical numbers do not paint an accurate picture. \* Articulation of transition plans is pleasing- processes need to be highlighted in which these transition plans are written. \* Year 10 and 11 students appear to know how to access help but this figure declines for Year 12 students. Why and how can WSR address this trend? Schools appear confident that Year 11 students can access career support. services and manage their transition yet written planning for Year 11 is low. \* More schools need to be confident that their Year 12 students are self managing their career plans

### Exploring Career Futures

Providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.

### Students accessing electronic career information to support their pathways planning

- a) Which electronic career information resources are being used in your school?

#### Websites

- 51 myfuture website
- 49 Tertiary institutions (Uni, TAFE, Private providers)
- 45 Jobsearch
- 49 Job Guide
- 32 Job Juice
- 34 Industry Specific
- 4 None
- 25 Other

#### Vocational Guidance tools

- 1 Career Voyager / JIIGCAL
- 7 Career Builder
- 25 None
- 25 Other

### Other electronic resources

52	CD ROMs
12	Ozjac
13	Other

### Teachers accessing electronic career information to support students in their pathways planning

b) Does the Careers Adviser have ready access to the internet for career information support to students?	Yes 57	No 0
c) Do other teachers have access to electronic career information to support students for example, the <i>myfuture</i> website?	Yes 57	No 0

### Schools effectively managing the distribution and use of relevant career and transition resources available to students

d) How does your school manage the distribution and use of career and transition resources for students?

45	Library/IRC
48	Parent/Carer Newsletter
43	Careers Newsletter
49	Careers Resource Centre
49	Noticeboards
31	Other

### To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
e) Students have the skills and means to capture and analyse career information that assists their career decision making	3	4	10	35	5
f) Students are competent in using on-line career information systems (eg. <i>myfuture</i> ) to test and assess their career plans	4	3	12	29	9
g) All students have access to well designed workplace learning programs that support their personal career planning	1	1	4	24	27
h) School practices and structures are sufficiently flexible to complement work and community based learning	0	3	3	19	32
i) Vocational learning throughout the whole school curriculum embeds authentic learning by providing real or simulated work-based and community-based learning experiences.	3	4	17	16	17

### Comments by Region about Exploring Career Futures

\* Many schools are accessing Careers Central in combination with My Future to provide careers information for students and parents. \* All career advisers have access to the internet- successful utilisation of the internet is increasing. Professional development activities from region include resources from the internet. \* Authenticity of vocational learning experiences is improving through the work done in the region on the embedding of vocational learning across all key learning areas. The 2007 focus on enterprise learning will improve this further. \* There has been an increase in the flexibility of school structures to allow for authentic vocational learning experiences. This reflects an increased awareness and a more solid embedding into the school management plan.

### Strengthening Student Outcomes through Vocational Learning

Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

### Students using the Employment Related Skills Logbook in your school

	7	8	9	10	11	12
a) How many students are using the Logbook for career planning? - total	339	227	2552	4818	2377	1964
b) How many students are using the Logbook for career planning? - %	4.82%	3.17%	36.74%	70.38%	44.08%	41.99%
c) How many students are using the Logbook in their curriculum studies? - total	25	35	1453	3067	951	849
d) How many students are using the Logbook in their curriculum studies? - %	0.36%	0.49%	20.92%	44.8%	17.64%	18.15%
e) How many students are using the Logbook to prepare a resume? - total	8	18	1761	4333	1768	1387
f) How many students are using the Logbook to prepare a resume? - %	0.11%	0.25%	25.35%	63.29%	32.79%	29.66%

**Teachers using the Vocational Learning in ... (KLAs)' booklets to support students in their use of the Employment Related Skills Logbook**

Key Learning Area	ENG	MAT	SCI	HIS	PDHPE	TAS	LANG	CA
g) How many teachers are using the Logbook in their classroom?	73	49	67	85	72	80	16	48
h) How many teachers by KLA attended professional development for vocational learning?	41	37	33	35	25	78	10	34
i) Does the careers adviser use the Logbook with students?							Yes 47	No 10
j) Do teachers of students with special needs use the Logbook with their students?							Yes 38	No 19

**Schools providing authentic learning opportunities including work-based and community-based learning**

k) What authentic learning opportunities did your school provide for students?

- 57 Work experience
- 44 Work placement
- 32 Enterprise activities
- 31 Community-based work
- 14 Shadowing
- 14 Other

l) Identify the opportunities your school provides for students to explore and experience enterprising skills and attributes?

- 41 Structured programs
- 46 Class activities
- 24 Community projects
- 48 Workplace learning
- 30 Volunteering
- 12 Other

**School participation in enterprise learning programs**

m) Cross curriculum

- 10 Australian Business Week
- 8 Young Achievement Australia (YAA)
- 21 ASX Schools Sharemarket game
- 2 Practice Firm
- 2 Sustainable Living Project

33 Other

n) Extra curricula activities

15 Rock Eisteddfod  
45 School performance bands/drama  
27 Duke of Edinburgh  
23 Other

o) Personal awareness programs

3 FRANK (Youth2Youth)  
12 Girls Savvy  
39 Mentoring Programs  
30 Other

p) Volunteer / Community Service Programs

12 Red Cross Youth Challenge  
38 Environment Day/Clean up Australia  
31 Other

### Schools giving students the opportunity to participate in the Real Game Series

q) Identify how many students in your school participate in:

Student numbers by year group	7	8	9	10	11	12
The Real Game	8	325	317	935	0	0
The Be Real Game			0	301	0	0
The Get Real Game					150	0

### To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
r) Students experience curriculum delivery in a range of authentic/work simulated contexts	5	11	15	16	10
s) Students analyse their records in the <i>Employment Related Skills Logbook</i> to develop their education, training and career plans	12	10	19	13	3
t) Students and staff are familiar with the employment related skills	1	3	24	19	10
u) School staff embed vocational learning into all curriculum programs	2	12	14	17	12
v) School staff understand the value of embedding vocational and enterprise learning into curriculum delivery	1	4	21	19	12

### Comments by Region about Strengthening Student Outcomes through Vocational Learning

\* growing confidence in the whole school approach to embedding vocational learning into their teaching programs- this is really positive and a reflection on the work done throughout 2006. \* % of students accessing the logbook for career planning and resume writing remains consistent. There is still room to increase this utilisation- inclusion of parents into its use will be addressed through the region in 07. \* some schools have placed the logbook pages onto their school intranets and this has increased the application across KLA areas. \* There has been a significant increase in the percentage of students using the logbook in curriculum studies- 33% in 05 to 44% in 06. This reflects the success of the regional drive on incorporation of stw into all curriculum areas. This is also supported by the increase in KLA teachers accessing regional professional development activities in vocational learning. \* There appear to be significant opportunities for enterprise skills and learning. However, many of these opportunities sit outside syllabus areas. The aim for 2007 is to demonstrate how enterprise learning opportunities meet syllabus outcomes as well as continuing to support existing opportunities. \* More schools are accessing the Real Game series- Be Real and Make it Real will gain use throughout 2007. \* WSR will look at developing strategies to extend gifted and talented students through the embedding of vocational learning across KLA curriculums.

## Building Networks and Connections

Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

### Schools developing community / business partnerships to support vocational learning.

a) Has the building of community / business partnerships for vocational learning been embedded in your school's strategic planning process? Yes 48 No 9

b) Identify community / business partnerships that have supported student vocational knowledge and understanding in your school.

- 49 Local Businesses
- 49 TAFE
- 47 Community organisations
- 49 Government agencies
- 40 Other education and training providers
- 44 Other

c) Identify community linked activities initiatives that have supported student career and transition planning.

- 51 Guest speakers
- 46 Industry visits
- 47 Careers forums
- 36 Enterprise activities
- 19 Other

d) Identify key groups in the community that support your students transition through and from school

- 26 Links to Learning
- 34 Job Network
- 44 Youth Pathways
- 42 Government support agencies
- 30 Voluntary organisations
- 3 None
- 16 Other

### Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

e) Identify community events that your region accesses to support students vocational and enterprise learning.

\* Penrith, Hawkesbury, Blue Mountains LCP hosts an Apprenticeship and Traineeship Expo- this is hugely successful and an opportunity for parents to also receive information. \* Careers Markets through both the Cumberland Forum and the Nepean Careers Forum. Both are very well attended and provide students with a diversity of information and potential contacts. \* TAFE taster Days and 'Try- a -trade' days \* Beacon Foundation and the opportunities presented through this program. \* Regionally hosted VET Expos providing specific VET and TVET information for students during the subject selection process. \* Localised community projects with schools \* Taronga Zoo- 'Meet-a- keeper' experience. \* The Penrith Show and the Royal Easter Show \* Post school expos and DADHC Service Providers Information Evenings for students with special needs- these are regionally funded, well attended and extremely valuable for parents and students.

### Parents being informed of the potential of the *Employment Related Skills Logbook* and understanding how they can actively engage in supporting their child's career self-management

f) Have the parents in your school community been informed about the purpose of the Logbook? Yes 33 No 24



g) Has your school actively engaged parents in their role in the use of the Logbook with their child? Yes 10 No 47

h) What opportunities have you provided for parents/carers to be involved in career and transition support for their child?

- 41 Career information nights
- 50 Newsletters
- 34 Career expos
- 5 Industry forums
- 2 *myfuture* training
- 48 Parent interviews
- 52 Careers adviser access
- 26 Other

#### Schools providing careers advisers with access to professional development

i) Does the careers adviser and other career support staff participate in professional learning networks at the local, regional or state level?

- 53 YES Local
- 47 YES Regional
- 28 YES State
- 4 NO

#### Schools implementing workplace learning to support student's educational experience

j) Workplace learning as part of a planned educational program is implemented to achieve which of the following outcomes?

- 55 Student career development
- 51 Expand students' networks and connections
- 45 Vocational learning in students' subjects
- 54 Introduction to the world of work
- 46 Access to future part-time work
- 25 Experience in volunteer organisations
- 52 Career decision making
- 6 Other

#### To what extent are these statements true for your school?

	Not at all true	Slightly true	About halfway true	Mostly true	True
k) Students have the knowledge and skills to build and maintain personal and peer networks to support their career planning	1	5	20	27	4
l) Parents/carers have the information to actively engage in supporting their child's career self-management	1	8	21	22	5
m) Parent/caregivers, community and industry have developed a good two way communication with the school in providing students with career information, career education and vocational & enterprising learning	1	7	23	16	10
n) School is informed about the labour market and local employment and training opportunities through regular dialogue with business, parents and community groups	3	5	12	26	11

o) School links with agencies and community organisations to support the promotion and provision of a comprehensive career service to students

1 0 5 30 21

## Comments by region about Building Networks and Connections

\* WSR was invited to attend the regional P&C conference to speak about STW. This should happen again in 2007 and further support for authentic workplace learning and the stw logbook will be sought. \* Attempts are made to keep parents informed, but strategies need to be devised to involve parents. This will be considered in 2007. \* Region has a professional development strategy for careers advisers as well as regular email newsletters. \* WSR has 2 school based traineeship coordinators. These positions assist careers advisers in comprehensive career information and opportunities to allow students to pursue senior programs of study that best match their career path planning. Through this coordinated approach 118 students completed traineeships in 06. The uptake for 07 is greater. An issue is sourcing suitable employers to meet this need. \* STW is an agenda item on the regions WSVEAC (Western Sydney Vocational Education Advisory Committee). The relationship between schools, business and the LCP is strengthened through this group. \* Careers Advisers have formed clusters in order to conduct student interviews with a meaningful outcome. Schools support this approach and it is very successful, providing careers advisers with invaluable support. Business is often involved in mock interview opportunities conducted for students.

## Highlights and Achievements

(dot points welcomed)

What were the School to Work highlights and achievements for your schools in 2006?

\* Schools for Special Purposes- employment related skills across all KLA areas. A greater explicitness of enterprising activities and skills in SSP schools and a stronger link with the surrounding business community. \* Good school links with TAFE- Try-a-Trade days \* Careers workshops in KLA areas in several different schools. \* One selective HS has 90% of Year 10 cohort accessing work experience opportunities. \* School connections with training organisations to provide pre-apprenticeship courses for at risk students. \* Increased awareness and acceptance of KLA input into explicitly teaching employment related skills through KLA programs across the region. \* use of motivational speakers from various organisations for student workshops. \* inclusion of stw or careers based outcomes across all KLA's on student reports in an increasing number of schools across the region. \* destination information gathered on Year 11 school leavers- how to use such data and expand its collection is something to look at in 2007. \* Sudanese and African student specialised programs. parental Information sessions were associated with these programs and opportunities. \* School based programs that address either girls education or boys education gender specific strategies. \* Selective HS use of ex-students as academic mentors and guest career speakers. \* PCYC Apprenticeship and traineeship Expo- a very successful and valuable initiative. \* LEAPS Mentoring Program

What contributed to the overall successes and achievements in your Region?

\* transition planning for all support students in the SSP schools. \* employment based programs for at risk students and early leavers from TAFE and other providers. \* acknowledgement by school executive of the role of the careers adviser in the STW program. This allows the CA to be a valuable resource for the program but not the sole driver. \* Vocational support by region for KLA teachers through the KLA conference and school staff meetings was beneficial and valued. \* State resources such as logbooks \* recognition by KLA staff of the variety of information available to them through the careers adviser. \* Concerted effort by H/T to incorporate employment related skills and work, employment and enterprise initiatives into teaching programs. \* Willingness of schools and staff to embrace flexible structures that will support a variety of student outcomes. \* Increased profile of the STW program and its significance for student career planning. \* Contributions and support of community agencies and LCPs for programs operating in schools. \* transition / pathway planning for an increased number of students across schools which access a more diverse range of mentors and information. \* Data collection to identify student needs for a more comprehensive stw program \* STW funding.

Summarise the feedback or advice your schools provided to the Region.

\* More training and development for all staff in the area of work education. Improved links with TAFE. \* Need for increased funding \* Keep providing regional workshops to showcase ideas and developments in School to Work \* Implementation has still been difficult. Staff/Executive do see the relevance. However, many see STW still quite challenging and also give it a lower priority \* Continue to provide professional development for STW coordinators to access current resources and provide networking opportunities \* Many students are already employed in Years 11 & 12 in pt/cas positions so that in many cases the program should be renamed "School to Future Employment Goals"- reflection of a senior school. \* The School to Work Funding provided resources for training and development and adaptation of teaching /learning resources to meet the specific learning needs of the Halinda SSP population. Funding has enabled us to enhance our program significantly \* difficult sustaining whole school use of Logbook in Years 11 & 12 due to HSC syllabus requirements \* Provision of training and support to key personnel in schools, not just careers advisers \* Provision of print resources describing best practice across the Region \* Provision of range of strategies for Logbook implementation \* Statistics on post school destinations \* The network meeting this year was particularly valuable and the program as a whole has given the school a focus, particularly for the targeted students. some case studies on a web page about what some schools who are running very effective programs for target students as well as whole cohorts. \* Using stw money wisely- don't always have to cover all costs from this funding- this is something to look at in 2007. \* provide further follow up for the staff who attended the KLA conference - this will be addressed through the regional teaching and learning forums

Summarise the future support your schools requested from the Region.

More training and development for all staff in the area of work education – schools operating a comprehensive Program of Careers Lessons from Yr 7 - Yr 10. However, they are not eligible to call it "Work Education", because it not all the hours are in Yr 9 & 10. It would be great to have someone look at our Program, and agree that we do "Work Education" across all Junior years \* Continuation of Professional Learning Activities at a Regional level for Vocational Learning \* Development of more Vocational Learning resources/program ideas for the KLA areas. \* Assistance to develop and implement STW activities that involve enterprising skills \* Work Education and Workplace Learning resources.Training day per semester \* Encouragement to "marry" the Log Book currently in use with the BOS Portfolio issued at the end of Year 12 to provide documents of use. This could be especially useful in the senior schools. \* The development of a Senior Log Book (again to work in with the BOS Portfolio) that does not depend on the 7-10 Log Book especially if students come from private schools without formal career programs or School-To-Work equivalent programs. \* Help with developing partnerships with local companies and businesses. \* Continuation of schemes like RAVE which support careers in the school while at the same time provide the resources to run the programs. The additional support is appreciated \* A matrix of vocational education and enterprise education outcomes per stage per syllabus across all KLA's. \* Determining local industry employee needs and then assisting schools in data collection and resource development to help address these employer needs. \* Continuing support to further develop existing programs, particularly in the areas of part time traineeships and apprenticeships as a vital component of vocational learning which establish definite transition pathways \* Writing days for networks to get together to write stw plans and look at developing projects that meet particular needs. \* Advice and assistance with the African students- programs addressing literacy, numeracy and vocational learning outcomes. \* Developing a list of Industry contacts region-wide would be helpful \* Provide some feedback from young people who have left school and have found the STW activities and the recording of their employment related skills of benefit in the workplace. \* RVEC assistance with staff training in School to Work, particularly with vocational learning in KLA's

Add any regional highlights & achievements **not** identified by schools.

\* Regional work with the Work Education teachers. Support was offered and taken up by all teachers teaching the Stage 5 Work Education syllabus. Many resources were shared and the beginnings of 'common' programs has begun.

What future support would your region request from state?

\* Ideas and sharing of best practise examples from around the state. \* Expert advice and workshop presentation when appropriate and possible. \* Assistance in developing Work Education teacher support. \* Specific ideas for STW programs with a Gifted and talented student focus.

Identify 3-5 actions for the region in 2007 to support the improvement of the School to Work program as a result of the feedback provided in the reporting

1. Provide professional development activities for teachers across KLA areas to assist in the embedding of employment-related skills into teaching programs. 2. Expand on the concept of enterprise education across schools and show how it can be incorporated as a part of the cross-curriculum statement of work, employment and enterprise. 3. develop a comprehensive approach to the support of Work Education teachers and thereby raise the profile. 4. Provide snapshots of best stw practice across the region in a format suited for use in the schools. 5. Ensure there is a regional meeting once a semester to allow for relevant information to be shared and networking to occur.

## Feedback

The following statements seek your feedback in relation to the completion of the School to Work: Creating Future Pathways Report 2006.

Please select one option for each factor.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
The report is easy to access on-line	1	2	2	32	20	0
The instructions are clear	0	4	4	29	20	0
The report is easy to complete	1	9	5	34	8	0
The purpose of the report is clearly explained	0	6	8	37	5	0
The questions accurately reflect the key areas of the Program	0	2	9	39	7	0
Time taken to complete the report is reasonable	3	10	9	30	5	0

### Comments by region about feedback

\* not all the data required for survey is easy to access and there is significant repetition- information like whether students in Year 7,8 and 9 have a written career or verbal career plan is impossible to accurately access \* Principal was unable to access the survey via the portal from home \* Instructions are not clear as there is nowhere where a word limit is stipulated \* Questions accurately reflect the key areas of program: The questions may do so but the limitations on responses mean that you are not getting a complete indication of what is happening in schools \* The question on preparation of resumes from logbook could read: How many students have completed a resume? \* The Print option on the top of the page does not allow for a fully readable version to be held by the school. Where text in the boxes goes lower than can be seen, unless scrolled down, this writing does not appear on the print out. Some sections require either N/A or nil responses, however those options were not always available and a response is required before the page can be completed. \* Some numbers really are estimates (guesswork) because schools cannot know specific numbers. Again the number of '0' responses schools have had to put appears to negate the really great achievements of the school. \* There are sections of this report where "other" is an option. Unfortunately, there is not enough room to include the number of options that are covered \* School leaver information needs further differentiation as it does not accurately distinguish between those leavers that went straight into employment or enrolled in tertiary courses \* This method with extra responses is an improvement on 2005 report. \* A facility to enable printing of each section of the online submitted report in full would expedite the approval by Principal process, rather than the required online viewing of the document \* The biggest hurdle in completing this report is in estimating figures in the "Strengthening Student Outcomes through Vocational Learning" section. Unless close tabs are kept on teachers, it is not possible to predict accurately. This may be something that WSR can look at in connection with the region's PLOs to gather the appropriate evaluative information. \* Principals trust their careers adviser and/or stw coordinator and this should be adequate with an overall approval \* This report is a valuable tool for future planning. It does take a little time but, at such a busy time of the year, allows coordinators to stop and reflect on achievements throughout the year. It is a worthwhile exercise